THE INFLUENCE OF MAKE AMATCH METHOD ON THE STUDENTS READING COMPRIHENSION OF SEVENTH GRADE AT SMP MUHAMMADIYYAH KOTA KEDIRI IN ACADEMIC YEAR 2014/2015

SKRIPSI

Presented in Partial Fulfillment of the Requirements to Obtain the SarjanaPendidikan Degree
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Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

TITIE LIANTINI

NPM: 11.1.01.08.0198

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

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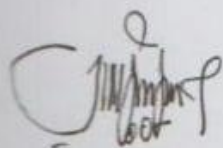BY:
TITIE LIANTINI

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Approved by the Advisors to be proposed to
the English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, 21st August 2015

The Advisors,

1st Advisor

Khoiriyah, M.Pd
NIDN. 0719017501

2nd Advisor

Mahendra Puji Permana Aji, M.Pd
NIDN. 0710049002

APPOVAL SHEET

SKRIPSI

BY:
TITIE LIANTINI

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Approved and Accepted by all its qualification
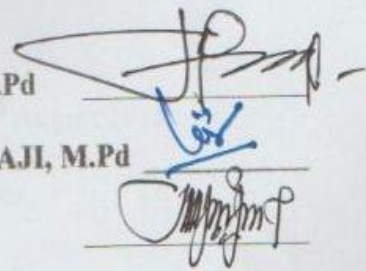by the Examination Committee of
University of Nusantara PGRI Kediri

Kediri, 23rd August 2015

Board of Examiners:

Chairman : **Drs. SETYA ADI SANCAYA, M.Pd**

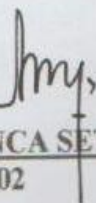First Examiner : **MAHENDRA PUJI PERMANA AJI, M.Pd**

Second Examiner : **KHOIRIYAH, M.Pd**

The Dean of the Faculty of Teacher Training
and Education Faculty of
University of Nusantara PGRI Kediri

Dr. Hj. SRI PANCA SETYAWATI, M.Pd
NIDN. 0716046202

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Titi Liantini
11.1.01.08.0198
FKIP/English Department
Khoiriyah, M.Pd. & Mahendra Puji Permana Aji, M.Pd.
UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

As Reading is on of receptive skill where the students should receive something after they read the text, the students should understand the content of the text. It becomes the problem for the students so far to work with a text followed by some comprehension questions. They get bored for this kind of activity besides they get difficulty in understanding the message in the text. Most of students are able to answer some question where they have to find the detail in the text and they get difficulties when they have to find general information, factual information, detail information, implicit information, and generic structures, meaning of word, and language fitures as well as grammatical features.

Therefore, the teacher should conduct interesting method. One of them is Make a Match method. This method is interesting for the students and can avoid the students from getting bored because in make a match, the students can work in groups. Beside, in make a match method, the students do not only work with a text followedby comprehension questions but they work like doing game. They have to move around the class to find the answer if they get question card.

Quantitative approach, especially in experiment design was used in this research. There were 27 students was used as the sample of this research. There were some instruments used in this research, they were lesson plan which was used in delivering material in treatment, test which was used in pre-test and post-test, to know the students response after they were being taught using Make amatch method.

According to this research finding as explained before, it can be concluded that make amatch method has significant impact on the first grade students' reading comprehension, because the score of post-test is higher than pre-test.

From the result of the researcher's analysis shows that there is significant influence of using make a match method on the seventh grade students' reading comprehension. In the result t-score is 6.24 and the t-table is 2.056; so, t-score is higher than t-table.

Based on the result, the researcher signifies that using make a match method gives a better result in students' reading comprehension.

Key words: Make amatch method, Reading comprehension

I. BACKGROUND

Reading is about understanding written text. It assumed to be difficult because reading requires a complex activity that involves perception and thought. Referring to some statements above, to get the message in the text, the students should comprehend the whole text they have read. Comprehension is one of reading aspects in reading besides phonological and phonemic awareness, fluency, vocabulary and comprehension. According to Caldwel (2008: 5) comprehension is not a single unitary process; the first step is moving the word on page to

mind or decoding process which involves perceptual and conceptual components. The second, recognizing every words using the memory and connecting the words into the idea units. Hence, from those statements it can be understood that having sufficient and good ability in comprehending text is important, especially for (EFL) English Foreign Language learners in order to they can out from the difficulties of reading.

In understanding the text, the readers can use reading process. Brown (2004: 85) state that,

> "for learners of English, two primary hurdles must be cleared in order to become efficient readers. First, they need to be able to master fundamental bottom-up strategies for processing separate letters, words, and phrases, as well as top-down, conceptually driven strategies for comprehension."

It means that there are two reading processes, They are bottom-up and Top-down. In bottom-up strategy, the students should be rich in vocabulary because in this way, the students have to know the meaning of each word to understand the content. It is suitable for short simple text. On the other hand, in top-down, the students should understand the meaning of the whole text based on the context.

In addition, Harmer (2007: 270) explains,

> "Sometimes it is the individual details that help us understand the whole. Sometimes it is our overview that allows us to process the details. Without a good understanding of a reasonable proportion of the details

gained through some bottom-up processing we will be unable to get any clear general picuter of what the text is a bout."

The question means that the readers can combine the two reading processes. The readers can use bottom-up process to understand the simple text by translating some of difficult words only. But, the readers can use top-down process to understand a complex text where the readers should translate almost all words in it to get the meaning of the text.

In fact, it is faced by the seventh grade students of SMP Muhammdiyah kota kediri that in teaching reading, the teacher only gives a curtain text to be read by the students both a loud or silent. Then, the teachers ask the students to answer some comprehension question in the form of multiple choices or question and answer. Sometimes, if the text including to long text, the teacher will ask the students to find out some difficult words and translate them first before reading. it is called by key-words.

It will be a big problem for the students who are slow learners. They find difficulties in comprehending such as they get difficulties find the main ideafrom the text because they cannot understand the text form the context. Some key – words and their translation cannot help them in comprehending the content of the whole text. In this way, the teacher only gives them a text followed by some comprehension questions. Here, the students should make their own effort to find the answer. So, most of

students are enjoyable to answer the questions of scanning for a specifically stated detail. They get difficulties on the other features of comprehension questions like general information, factual information, detail information, implicit information, generic structures, meaning of word, and language features in context as well as grammatical features.

Moreover, in fact teacher is still applying conventional technique of teaching reading comprehension in teaching reading in the classroom, it means that teacher only gives students to read the text and answer the question. The teacher not only use conventional technique but also teacher always use text translation and ask the students to doing the exercise make them unmotivated. Teacher does not know that there is simple and appropriate technique which can apply in teaching reading and never has many methods, or strategic in teaching reading comprehension.

Ideally, teaching reading comprehension in the classroom, must be considering the principals of teaching English especially in teaching reading. According to Harmer, (1998: 70) there are six principals of how to teach English in the classroom as follow: 1) reading is not a passive skill; 2) students need to be engaged with what they are reading; 3) students need to be encouraged to respond to the content of the reading text, not just to the language; 4) prediction is the major factor in reading; 5) match the task to the topic; and the last 6) good teacher exploits reading text to the full.

Based on the fact above, the teacher can use some reading methods in teaching reading and Make a –match may one of interesting method. Besides that, some previous study also mentions that the use of teaching method has a good effect to the students. It makes the students get better achievement, it also make students more understand about the material and interest to read a text. "Make a match technique is one of alternative technique that can be applied to the students (Pratiwi, 2013)". According to Arifah & Kusumaradyasti (2013) that *Make a match* is one of the techniques which is introduced in cooperative learning. Make a match technique is a kind of technique that leads the students to find their partner.

In this case, the students can do reading activities while gaming with their groups or partners. Make a match is really enjoyable because it can encourage the students to read and understand the meaning of sentence of the card and bring them out of boredome of reading a text and its comprehension questions. Make a match technique was developed by Lorna Curran in 1994. One of the profits of this technique is the students look for their partner while learning a topic in interesting situation" It means that one of the strength of this method (make a match) is the students can learn a cocept or topic while

looking for the couple in relax and enjoyable atsmospher.

II. METHOD

In this study, the population was all of the seventh grade students of SMP Muhammadiyyah Kediri. It has seventh classes and consists of 27 students. Also, in this research the researcher took the sample using cluster system. The researcher discussed about the sample with the English teacher of seventh grade students at SMP Muhammadiyyah and choosed the VII-B class for the sample. The total number of students of this class is 27 students which consist of male students and female students.

In this research, the researcher used the instrument to collect the data. The instrument is created to know the effect of using Make a Match Method to the students' reading comprehension. The type of test used by the researcher is passage follow with the comprehension questions because the students are asked to answer the questions to measure their comprehension toward the passage.

The technique of the data collection is used to measure reading comprehension with Make a Match method. The writer collects the data by giving the students number of multiple choice items. There are three processes of the data collection. a) Pre-test. In this section, the writer gives the students 20 items of multiple choices and asks them to answer the questions. It is used to know how far the students' reading comprehension before gives them make match method; b) Treatment. The writers give the treatment to the students by using make a match method. In this treatment, the writer explains how to match a text using make a match method. Then, they discuss the answers with their group to find the answer. c) Post-test. After the writer gives treatment to the students, students is given post-test by 20 items of multiple choices. It's used to know how far the effect of make a match method to the students' reading comprehension the whether the result remains same or improves. After all of processes have finished the writer correct and give score to the students' answer. After that, the writer analyzes the students' score using statistic analysis to prove the hypothesis about the effect of make a match strategy to the students' reading comprehension in SMP Muhammadiyah Kediri.
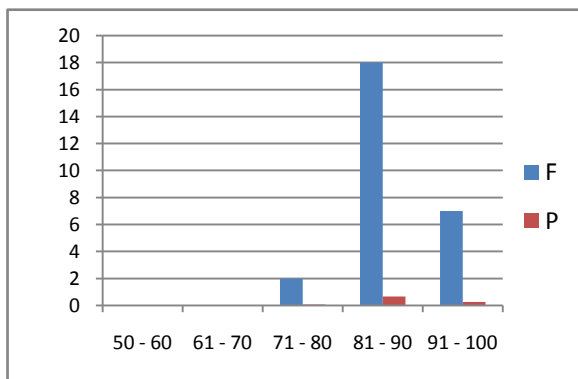
In order to analyze the data, the researcher used T-test that is developed by Arikunto (2010). T – Test will be used to prove the hypothesis based on the writer said in previous chapter. From this process, the writer will know whether this research is significant or not by looking at the result of pre- test and post – test.

III. FINDINGS AND CONCLUSION
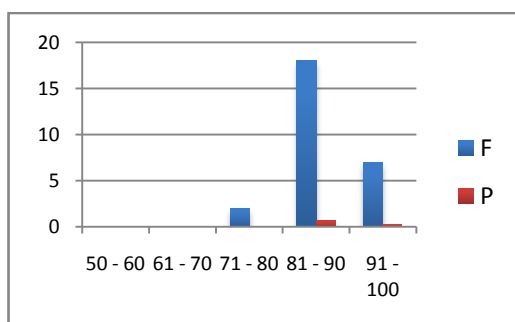
A. FINDINGS

Some data were used to support this research in order to clarify the result of the research. Here is the result of pre-test:

Diagram 1

The diagram of pre test frequency

From the diagram frequency of pre-test above, it can be seen that there are 2 students who get score 50-60, 1 student who get score 61-70, 4 students who get score 71-80, 20 students who get score81-90, 0 students who get score 91-100.

Diagram 2

diagram of post test frequency

From the diagram frequency of post test above, it can be seen that there are 0 students who get score 50-60, 0 students who get score 61-70, 2 students who get score 71-80, 18 students who get score 81-90, 7 students who

get score 91-100, By seeing this frequency diagram, it can be conclude that post test score is better than pre-test score.

Table 1

Average Score between Pre-Test and Post-Test

N = 27	Pre-Test	Post-Test
Total score	2225	2340
Mean	82,41	86,67

It could be seen from the table above, that total score of pre-test is different with post-test. In pre-test, is obtained 2225 and the score improves in post-test, it is 2340. Automatically, mean of average score between pre-test and post-test is different too. Mean 82,41is obtained in pre-test and mean 86,67 is obtained in post-test. So, post-test's mean is also better than pre-test's mean.

Table 4.7

The table of t-test based on signification 5% and 1%

DF (N-1)	T-score	T-table	
		5 %	1 %
26	6,24	2,056	2,779

Based on the data, it shows that the t-score is greater than the t-table of degree significance 5% (2,056) > 6.24. It means that it is very significant. So, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. It can be concluded that make a match method has

significant impact on the second grade students' reading comprehension of Junior High School Muhammadiyyah Kediri in academic year 2014/2015.

B. CONCLUSION

By reading, they can dig up information, sense or opinion of the other people. The creativity, imagination, power and adult thinking will develop higher if it always colored by reading activity. Because of it the best strategies is very important to teach reading in order they feel enjoy and easy in teaching learning process.By using compare and contrast strategy, students can increase their reading comprehension. Besides, they do not get bored, they also can build self confident.

From the result of the researcher's analysis shows that there is significant influence of using make a match method on the seventh grade students' reading comprehension. In the result t-score is 6,24 and the t-table is 2.056 So, t-score is higher than t-table.Based on the result, the researcher signifies that using make a match method gives a better result in students' reading comprehension.

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